Lebanon’s Experience with Monitoring SDG 4
Challenges & Opportunities

TCG5
15-16 November 2018
Mexico City, Mexico
Country Profile

Government spending on education

- Higher middle income country
- Compulsory education from 6-15 years
- Highest refugee per capita (952,562 registered refugees, UNHCR, Sep 2018)
- Number of KG-G9 students in public schools doubled as a result of the Syria crisis.
- Large private sector (~70% of students)
- The GER in tertiary education is 43% (2014)
- 86,000 students are enrolled in vocational education programs

Source: World Bank, PER, 2017
Responding to SDG 4

- Lebanon was one of 46 countries to submit a Voluntary National Review on SDGs
- MEHE is developing an Education 2030 Strategy
- MEHE is aligning the different bilateral projects to support RACE II strategy and provide fiscal space for SDG 4
- MEHE has been mainstreaming SDG 4 indicators in annual plans
- MEHE has built a student management information system which captures a wide array of data on schools, students, and teachers.
### Challenges in Monitoring SDG 4

<table>
<thead>
<tr>
<th>Data</th>
<th>National Capacity &amp; Planning</th>
<th>Institutional Arrangements</th>
<th>Funding</th>
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</thead>
<tbody>
<tr>
<td>There is no regular census for demographic data; varying estimates for refugees despite government and UNHCR efforts.</td>
<td>Developing a culture of data-based decision making needs time and capacity building</td>
<td>Need to have a learning assessment framework that is not confined to high stakes national exams of grade 9 and 12.</td>
<td>Not enough funding for statistics /surveys</td>
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<td>Need to complete a strong EMIS with quality assurance</td>
<td>Sensitizing stakeholders on SDG4 needs time</td>
<td>Alignment between types of education (vocational and general ed.) needs strengthening</td>
<td>Large scale national surveys need further funding from external sources and donors</td>
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<td>Line ministries need more information on partner organizations and their roles in SDG 4</td>
<td>Survey tools and instruments need to be updated</td>
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<td>Development of GIS to bring together existing data</td>
<td>Use technical assistance to support data analysis to strengthen decision making on all levels</td>
<td>Develop a broad based learning assessment framework for Lebanon in all cycles</td>
<td>Funding from multiple partners to support work on data through technical assistance</td>
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<td>Audit IT functions and quality assurance procedures</td>
<td>Using SDG 4 training opportunities to sensitize key staff in the Ministry</td>
<td>Participate in Human Capital Project that looks at survival rate of children, quality schooling and health</td>
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<td>Build on Out of School Children Initiative study which is almost complete</td>
<td>Use annual plans to mainstream SDG 4 targets.</td>
<td>Replicate example of child protection cross-sector system for other fields</td>
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<td>Use MICS which is planned for 2019 to align actors and incorporate questions on</td>
<td>Use regional forums on SDG 4 to build capacity</td>
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Lebanese Student Enrolment in Private, Semi Private, and Public Schools in 2016-2018

ENROLMENT

GRADES

100 99 99 105 101 100 106 93 83 75 65 68
Lebanese Student Enrolment Comparing Bottom 4 & Top 4 Regions
Resources to Support SDG4 Monitoring

- Time to complete surveys
- Technical support from UIS and partners
- Role of UIS
- Share successful initiatives for monitoring SDG 4
Thank you!